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ABSTRACT

Although community colleges have a relatively short period of time to help students learn about society and themselves, the students can gain personal meaning from the concepts and information of course material through related, practical experience. Colleges may, therefore, find it beneficial to incorporate community service experience into the academic program through the coordination of a human resources center. This report offers an in-depth discussion of: (1) the advantages of a community service program; (2) guidelines for a successful program, based on analysis of established programs; (3) difficulties in implementing such a project and suggestions for overcoming them; (4) functions of a human resources center; and (5) suggestions of community agencies to contact for possible participants in service programs. [Because of marginal reproducibility of original, this document is not available in hard copy.] (CA)

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COMMUNITY SERVICE AND THE NEED FOR A HUMAN RESOURCES CENTER

This paper resulted from a study

requested and sponsored by

North Shore Community College, Beverly, Massachusetts

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CLEARINGHOUSE FOR
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INFORMATION

I. Functions of the Community College

Public community colleges, the fastest growing segment of American higher education, have afforded the greatest thrust toward the realization of a goal announced by President Truman's Commission on Higher Education in 1945--that at least 50 per cent of high school graduates could, and should, benefit from some kind of higher education. In attaining this goal, community colleges have relied heavily upon the traditional functions of the higher learning, but have offered these more conveniently and at less expense than other institutions. These traditional functions include preparation for specialized academic work at four year institutions, general studies at a higher level than that obtainable in secondary schools, and training for careers and para-professional vocations not exceeding two years. In this latter undertaking community colleges have made their greatest additions to higher education and achieved their distinctive successes. For in giving equal stress to such practical curricula they have assumed a task long disdained by established schools of higher education as "anti-intellectual."

In taking on these various functions, the two year college has incorporated a pervasive value of American education--service to community. This concept, expressed by Franklin and Jefferson and given concrete form in the Land Grant College Act of 1862, is a uniquely American one, quite foreign to European colleges and universities. Although preparation of young men for the learned professions and civil service has been associated with higher education since antiquity, the attitude that colleges and universities ought to go beyond that and respond directly to the needs of society through practical research and the training of craftsmen, farmers, and mechanics evolved from American democratic ideals and a great demand for practical knowledge. In American institutions we

find the first attempts to bring higher education out of isolation and into the common stream of the nation's life and work. Regretfully, through the years, some of the idealism of the Land Grant idea has eroded and many of our colleges and universities have not developed their capacities along these lines. Rather, they have restricted their energies to more traditional academic studies and research. In this century the community-junior college has attempted to take up this honored task and has taken great strides to become colleges of the people, wherein all members of the community might expand their education in a variety of ways.

Despite the nearly equal effort given to academic subjects at the community college, its uniqueness lies in its ability to meet more directly the educational and training needs of its constituent community. While universities may decide that their communities extend far beyond the immediate area and may choose to serve knowledge and humanity in broad, conceptual ways, community colleges draw their support and resources from the neighborhoods surrounding them and it is to serve this area and its needs that they should expend their energies.

Many community-junior colleges meet this challenge most admirably by offering a great variety of technical and career courses indispensible to industry and social institutions. Further, such colleges provide a great variety of special interest courses in the continuing education division. They offer a speakers bureau comprised of faculty members who will speak and discuss a broad area of subject matter and the use of facilities for meetings and other community projects.

In one area, however, the theme of community service runs rather faintly--the general education curriculum, whether it is offered for transfer or as part of a career program. Community colleges seem bent on following the example set by four year institutions in this regard, despite adequate proof from researchers and educators alike that such programs do not fulfill the educational desires of most students. Student unrest during the sixties typifies negative attitudes held

by many students toward most required courses in the first two years of college. Studies and writings by Harold Taylor (1969, 1969), Nevitt Sanford (1962, 1967), Arthur Chickering (1969), Philip Jacob (1957) and a host of others attest to the sterility and isolation in which these subjects are generally grounded. These educators conclude that nearly all courses supposedly taught to give young people understanding of themselves and their world accomplish little in this direction because they are designed to prepare specialists for the graduate schools.

The community college, whose major emphasis lies in teaching and individual development cannot afford to duplicate the errors of the four year institutions. Nor has it any reason to copy their standards. Only about 25 per cent of community college enrollees transfer and pursue a baccalaureate degree. A lesser number continue into graduate work. Thus little reason exists to place the community college in the lock step progression from freshman year to Ph.D. colleges and universities. The goals of students at the community college differ greatly from those in universities, thus the program and its methodology should reflect this distinction and manifest meaningful techniques to meet special interests and abilities.

Since the majority of students in the community college spend less than two years in colleges, and indeed, a large minority spend only one year, there is great need to encourage real learning about society and awareness of self in the short time available to the faculty. Community college students do not have four years, or six years, to synthesize all the concepts and facts from a formal classroom situation into a pattern of life. They must accomplish this in a short time and without the direct assistance of the faculty and its curriculum they will fail to do so. Course material must be presented in a way that reflects its relevance to their own lives and not to satisfy requirements for the specialized study of a discipline.

II. The Concept of Community Service

In career programs we rely heavily on input from outside sources and direct experience. That we fail to do so in the general education programs i.e., those courses dealing with understanding self and environment, indicate our continuing bias which distinguishes intellectual pursuits from those of a more practical nature. In this we echo the attitudes of the ancient Greeks who disdained manual activities and chose to isolate intellectual pursuits from their social milieu. Since that time nearly all institutions of higher learning have maintained this distinction between the intellect and more practical concerns, leading to a bookish approach to learning from which even modern universities have not extricated themselves.

Not until the advent of American pragmatism and its champions William James and John Dewey do we find this isolationist view of teaching challenged to any great extent. They viewed learning as experience and education as life and not preparation for life. Yet, today the pattern of teaching adopted almost entirely by higher education holds fast to a notion that academic learning merely involves the transference of information to a new generation in a distilled form, generally from books and lectures. Direct experience appears to many teachers to be "practical," therefore "anti-intellectual" and not a worthy undertaking for a scholarly enterprise. The majority of instructors in higher education come by this attitude honestly. Few have experienced any other mode of learning and, having committed themselves to a specialty from the beginning, they can see little reason to question the manner in which they were taught. Also, they are the products of the graduate schools whose dedication lies in specialized study of a discipline and not broad learning which benefits the ordinary citizen.

The stated objectives of general education (or liberal education, if you prefer an older term) are to guide the student in understanding himself, his

abilities, his culture, his limitations, his biological given and, also, to present information about the environment in which he lives, thus enabling him to realize his potential as a human being within a structured society. No evidence exists, however, that the manner in which most general education courses are taught contribute to these worthy goals. Objective tests measure a student's ability to retain facts and information and relate them to each other in a limited context--the prerequisite for specialized study. Thus far we lack instruments to evaluate the extent of internalization of knowledge, leading to desired behavioral changes. Simply put--there is no correlation between excellent grades in political science and the practice of good citizenship, or between awareness and sensativity to personal relationships and outstanding grades in psychology.

If the community college does not portend to prepare specialists in academic areas, but prides itself on the cultivation of more complete human beings, then it must innovate and incorporate learning techniques which assist students to become more truly liberated men and women. It cannot deny the beneficial effect which accrues from a direct learning experience and its impact upon sensitive youth.

There is little need to elaborate at great length on the learning thesis stressed above. Learning by doing holds an ancient and honored place in pedagogy. Regretfully, in the more traditional "intellectual" subjects "doing" is delimited to a few classroom exercises and readings, with little attempt to relate subject matter to the personal needs of students. Some instructors have simulated life experiences in the classroom, and these exercises do assist the internalizing of information somewhat, but they carry with them the aura of artificialty and, thus, do not create the enthusiams and interest that actual experience might. Also, as with purely theoretical exercises, they can be dismissed by students as "not applicable" beyond the classroom.

A great need exists in all general education, but particularly at the community college, to give greater personal meaning to the concepts and information of a subject matter--to make them directly relevant to the experiences of young people. Memorizing defense mechanisms in a psychology class avails nothing unless the individual recognizes them in himself, his family, and friends and alters his behavior in the light of that knowledge. To study sociology and be unaware of the impact of poverty on one's own community or of the decline in environment, or of the political realities of the local city hall denies the student the actualization of learning. Even better, the student, while studying these subjects, should experience their concepts in an activity structured within the course whereby he is encouraged to examine, analyze, and criticize a real situation with the insight of a theoretical background.

The neighborhood surrounding the community college provide a limitless classroom for the study of man and society, yet so often it remains unused. The social sciences and humanities, the distillate of man's experience, often are taught in total isolation without regard to the evolving society surrounding the campus where students might observe firsthand man's behavior and reaction to his environment. Instructors often assume a teaching stance from outside the student's experience and impose a structure upon him which is not his own. Might it not be better pedagogy to start with the learner and his experience and relate theories and concepts of the subject matter to his known world in ever expanding, concentric circles, widening his world and horizons during the course of a year with a combination of direct and indirect experiences.

This is particularly effective with students from culturally deprived homes where many objects and concepts common to the middle-class are totally foreign. The object of education here is not to force students into a mold but to expand their own horizons in understanding the world around them. They cannot accomplish

this transition if the traditional structure and methodology of a discipline means nothing to them and is not related to their own conception of the world.

Another traditional bias in higher education accepts the nonproductive existence of students during their collegiate experience. Economics and further democratization of higher education have made it necessary for many community college students to work while attending school. Unfortunately this work is unrelated to their academic interests and is accepted begrudgingly as a necessary evil. To take advantage of the learning experience for some useful gain appears foreign to our concept of education. Ordinarily, we deny young people responsibility until they receive certification from the schools; yet, students spend much of their school time in artificial exercises which incorporate many facets of productive work but accrue benefits to no one.

Young people embody a valuable, untapped source of energy in our society. In the last decade we have witnessed the great potential of young people in their many campaigns and undertakings. When given or assuming responsibility they rise to the occasion with performances which drew praise from adult professionals. Yet in a society which desperately needs energy and imagination in solving its problems, we do not capitalize on college students to any great extent.

Further advantages result from community service other than the development of the individual and the use of energy in a much needed project. Close contacts between students and townsmen could alleviate the historic conflict between town and gown. Both groups must share the same milieu with its advantages and disadvantages. Both should hold the same responsibility for the continued development of the community. Understanding and respect must surely flow from cooperative efforts to solve local problems. Since the public supports through direct and indirect financing the community college, they could expect a return from this investment

during the training period of young people rather than waiting until the student graduates and assumes a job.

More importantly, many men and women in the community have valuable experiences and talents to pass on and share with a younger generation. They constitute a valuable teaching resource unused by higher education except in a few technical fields. The expertise of community leaders lies in their daily engagement with issues and problems and their successes and failures in meeting these many challenges. This valuable knowledge generally lies dormant in a community--an incalcuable waste unless schools are willing to draw it out in some inventive way.

A number of colleges and universities have incorporated service experience in varying degrees in academic programs. Antioch, perhaps the most noted, typifies those which require nearly equal parts of classroom learning to on the job study. Other institutions allow credit for community project work in the form of a paper or seminar in conjunction with teaching or social work curricula. Harvard-Radcliffe have such an arrangement in their Education for Action (E4A) program. Dartmouth and Franconia also offer such programs. For the most part such arrangements exist in programs designed for teacher training.

Such programs receive praise from their sponsoring institutions despite some opposition from faculty who consider their characteristics as "practical" and "anti-intellectual" and, therefore, oppose academic credit accruing to them. Specifically, proponents of such programs conclude that students benefit in a number of ways. Community service helps to resolve career decisions in that students can judge more clearly their interest and ability in a certain field by direct experiences in it. Faculty report that students involved in such projects indicated greater insight and interest in class discussions, and also greater acumen in problem solving techniques. When sponsored within the academic program students, who for financial reasons could not participate in social service projects, receive

that opportunity. Most importantly, students express great satisfaction with their learning experience.

Among the other advantages of community service projects when contained in the regular course work mentioned in the literature are the following: 1. The direct relationship of concepts and theories to a personal situation. 2. The opportunity to learn by teaching whereby one's attitudes and information must bear up under questioning. 3. The development of leadership potential in an actual situation. 4. The enhancement of curiosity through confrontation with an actual problem which has no set answers.

Analysis of established programs gives some guidelines as to the characteristics of a successful program which incorporates community service as a general requirement: 1. The service project must arise from a genuine community need and not a makeshift or simulated problem. Engagement with the project must contain a sense of worth to the student beyond the requirements of a course. 2. Students ought to be involved in the development and specific aspects of the project, including the method of evaluation. 3. The project must stretch the capabilities of the student. It should be demanding in itself and include opportunities for individual study and decision making with concomitant responsibility. 4. The activity must relate directly to the subject area of the course for which it is performed. 5. Some kind of academic credit must be given for the student's efforts. The project must be seen as a scholarly concern and not an extra-curricular activity. 6. The student should not receive a salary for undertaking the exercise. The college must retain control over the experience and guide the academic portion of it. The project should be seen as an internship and not work-study. Certainly, if expenses are involved, the student should be reimbursed by the agency or the school for them. 7. The college must express commitment to the program in providing resources and guidance and insuring the cooperation and understanding of those involved--faculty, students, and community personnel.

III. Difficulties in Implementing Community Service

Despite the obvious advantages of community service as an integral part of the educational experience and even the acceptance of the theory supporting it by many instructors and administrators, community colleges have expended little effort to introduce such undertakings. It appears that implementation of such a program is most difficult, and in some cases beyond the capabilities of institutions. The next few paragraphs will discuss the reasons why colleges are reluctant to attempt such teaching methods and will offer some rebuttal to these objections.

As a faculty member one can understand readily the problems which would emanate from such an approach to teaching. Time stands out as the primary concern. There hardly seems enough time to accomplish even the prerequisites for good teaching--research, analysis, and class preparation. In addition many students require individual attention in both subject matter and academic counseling. Administrative chores further erode the hours of the day and cannot be discounted when budgeting one's time.

The introduction of community service projects into the regular course requirements would require giving even greater individual attention to each student, since activities would be unique and would develop from consultation with the individual concerned. In large classes this might constitute an inordinate amount of extra time. Further, one cannot discount the matter of originating resources in the community. This preparation would require investigation of what agencies could offer experiences which would meet the standards for academic credit. Most instructors are not that familiar with the people and agencies in their community. Continual coordination of the projects would usurp further time from other teaching functions. And finally, the problem of evaluation. An instructor must devise new ways to "grade" the efforts of students engaged in community service, and these methods must be flexible enough to meet the many kinds of projects undertaken.

The crucial issue here is providing enough time for the instructor to undertake that part of administrating community service projects which only he can do, i.e., evaluation and guidance. An obvious way to provide this time, and by the way, one which would probably improve teaching effectiveness in other ways, is to reduce the number of formal lectures given in any class. With the invention of the printing press the oral method of transmitting knowledge should become limited to that information which is not available in printed form. Yet, the lecture persists as the most common method of teaching in higher education. If instructors could limit lectures to those areas where their guidance is essential for understanding the material available in textbooks, they could restrict formal classroom meetings and individual conferences.

Another way to save the instructor's time is to establish a structure within the community college to provide the information about the needs of community agencies, the men to contact, and the necessary administrative details. Such an office would relieve the instructor from all the detail work of a community service program and reduce overlap and duplication of efforts through coordination of the program for the entire faculty. This office would encourage rapport with community agencies and act as an information and coordination center.

Despite the repeated pleas of a few students for more relevant education, the majority within the community college may manifest suspicion of such a program--at least at the outstart. Many will not see the link between direct action and an academic subject. Their previous schooling had led them to believe that the two are mutually exclusive. Special pains must be taken to indicate the relationship between knowing and doing. Essentially the activity undertaken must be explicitly related to the course material.

Students' lack of experience and ability will present a problem. They will feel inadequate to take on any meaningful job until they are placed in a position where they can realize their potential and gain confidence in their ability.

Students may view the first few attempts as of no real educational value, but with experience they will gain the confidence and ability to draw much insight from such engagements. Certainly, students have talents and abilities in certain areas in greater depth than in others and this must determine the nature of the service projects. In the past young people have shown great enthusiasm in dealing with children and teenagers younger than themselves. They have a keen interest in teaching, in recreation, and politics, and they have expressed this in volunteering for community projects and organizing their own groups in support of these ideas.

Parents, likewise, may question the validity of such activities since many of them hold to the traditional view that education occurs only in a classroom. This view may prevail in institutions where current enrollment is comprised largely of first generation collegians. Opposition from young people and parents alike may focus on the fact that the majority of community college students work and, thus, become closely involved in the community in another facet of their lives. Such experience does provide insight into the world, but this contract, generally restricted to a rather mundane task, does not provide the opportunity to utilize concepts learned in social sciences and humanities courses in any direct way. The object of community service in conjunction with academic work is to apply one's knowledge about himself and the world to a non-classroom situation which produces some benefit to society.

Successful community service experience comes from a positive frame of mind. This will present some difficulty for students who do not wish to volunteer for such activities for a variety of reasons. It would defeat the educational purpose of the program if students were forced into it. Perhaps through persuasion, those who originally reject the idea will undertake such an activity on an experimental basis. Hopefully, alternatives inherent within the program will provide enough

leverage that students will feel comfortable with their projects, particularly if they have freedom to develop the exercise themselves and are encouraged to take responsibility for its completion. As with all learning methods, the responsibility for its success lies heavily with the instructor and his attitudes toward community service and, also, the manner in which he implements the program in his particular course.

To alleviate many of the students' fears, an administrative unit with the college could act as an information center and also provide an orientation to the requirements and expectations of community services.

The institution itself faces several difficult issues in the promotion of community service as a part of the academic program. Internally, the question of academic credit lies uppermost in importance. Without faculty acceptance of this concept, the program seems doomed to failure. Perhaps the fear of being labeled "anti-intellectual" or too practical in approaching the traditional curriculum causes many faculties to refuse academic credit for such undertakings as community service. But not all. Eberly (1968), surveying some 2,106 four-year colleges and universities, reports that 13 per cent give credit for community action projects. Community colleges should do better than that. As stated earlier the case of the community college differs greatly from four year institutions in that the former undertakes a wide range of technical and career programs all of which receive academic credit. Also, the function of the community college differs somewhat from that of four year institutions in its dedication to serving the individual and providing excellent teaching. For these reasons one cannot rationalize the denial of some form of academic credit to programs which embody the standards laid out in a previous section.

The difficulty in establishing guidelines for evaluation creates difficulties but instructors have always met this challenge. Certainly, the astute teacher can

determine through a paper, or discussion in class, or a report the indications of growth issuing from such an activity. The same criteria have existed in the past when grading academic exercises or contributions to class discussion.

To conserve efforts and avoid duplication it would seem necessary to establish an office to implement and coordinate the programs and communicate with local agencies. A community college desiring to show commitment to active service as an integral part of education must do so by supplying manpower and material resources to insure its success.

An external issue which might cause some controversy in the development of such a program arises from the suspicion many laymen evidence when schools become involved in community projects which have an aura of political partizanship, whether on the national or local scene. In selecting cooperating agencies the college must protect itself and choose only those in areas such as community action and services which benefit all groups in the community. Even here some danger may emerge where open opposition to the purposes of some of these is evident. Again, that administrative office charged with responsibility for the program will have to develop ways of judging the political nature of those agencies within the community and weed out those which might lead to criticism of the school for its interference in partisan politics.

The local agencies, also, will experience difficulties with the proposed program of community service. Many community leaders distrust students and their motives, this is particularly true now in the wake of widespread campus unrest and attendant publicity given to youth culture. Further, they are unsure of the capabilities which students can bring to an internship and, equally so, how to utilize the abilities students do have. Since student involvement would be limited in time and energy, they may neglect proper instruction and assign them to meanial tasks

which take little explanation and supervision. They may not understand the nature of the program and its intent to provide students with a growth experience. They may assume the intent of the program is to provide bodies for charitable work. Such projects as clearing empty lots and streams of rubbish or collecting paper and other items are necessary for community survival, but they do not fall into the category of challenging experiences. Personnel to man such operations should come from volunteers from a great many groups in the community, not students engaged in an educational experience.

The community college, through administration of the program, must educate local agencies to the intended purpose of the program and assist them in their use of students' time and energy. The office charged with the program must become known to agencies within the community and act as a laison between the resources of the community and those of the college. It must become the nerve center for the implementation and development of a community services commitment on the part of the college.

IV. A Human Resources Center

The preceding paragraphs point out the many difficulties confounding the development of community service within the framework of general education. No office emerges from within the structure of the community college which could handle these problems without adversely affecting its present functions. To meet this demand, then, an entirely new administrative unit, falling within the purview of the academic dean, must come into being. The term Human Resources Center aptly describes such a unit for, indeed, the main function of the proposed office is to bring together and develop the human resources of both the college and the community to further the educational goals of the former and the service commitment of the latter.

The previous paragraphs have strongly implied the functions of a Human Resources Center. One might be tempted to halt at this point and let the structure and functioning of such a center evolve naturally from the circumstances surrounding its inception. By way of review and to assist the creators of such a Center, however, the primary functions of such a unit can be listed in brief form.

1. To seek out information on the needs of the community and the agencies which meet these needs.
2. To serve as a human resources bank for both the college and community agencies, cataloging the capabilities and needs of both groups.
3. To establish rapport with community agencies and coordinate the placing of students as interns and assistants.
4. To counsel students in their development of meaningful community service projects.
5. To educate faculty, students, and local personnel regarding the purposes and administration of a services program.
6. To evaluate proposals from local agencies, faculty, and students so as to insure proper standards for an educational experience.
7. To coordinate standards of evaluation of work and assist the faculty in the ticklish business of grading this unique kind of academic performance.
8. To evaluate the effect of the program on the educational experience of students and to offer critical appraisal of specific projects.
9. To develop guidelines for future growth.
10. To assist programs presently operating which further community-college relations such as the continuing education division, speakers forum, workshops, and availability of faculty and space for community service.

As to the structure of the Human Resources Center, it must exist as an integral part of the academic administration of the college. As such its director should report through the Dean of the Faculty to the President. The Director should be given ample assistance and resources to carry on the functions outlined above. This would probably mean an assistant and a secretary, at minimum, since the volume of information and services handled could be sizable.

As to where such a Center might begin to approach community agencies as possible participants in a service program, the following list incorporates the attitudes and suggestions of many who conversed with this author on the nature of a Human Resources Center.

1. The League of Women Voters--their continuous involvement in civic government requires attention to citizen's attitudes, voter registration, and education.
2. The YMCA and YWCA and other groups who attend to the recreational needs of young people.
3. Urban Renewal--the need is for surveys of community attitudes, general research, and education of the public.
4. Schools--the expanding use of teachers' aides indicates a need for assistants to relieve teachers of many duties. Experience with children is a most rewarding educational one.
5. Community Action groups--much work needs to be done in this area and there are too few hands to lighten the load.
6. Hospitals and clinics--what better place to study man and society? Again, the need for competnat and energetic workers is great.

7. City Hall--during voter registration and elections there is great need for extra help. Further, attitude surveys and study of community needs are always in demand.

8. The Chamber of Commerce--to coordinate needs of the business community.

The list is not exhaustive but does offer a beginning on which to develop a really adequate resource bank of needs and benefits of community agencies which could be used to provide direct experience studying in general education courses.

Several things come to mind which could endanger the success of a Human Resources Center, and they deserve some discussion. A dilemma always exists when dealing with personalities that the biases of a director will encourage him to expand and elaborate special interest programs. The director of such a Center as it proposed here must remain open to many avenues of community service--technical, career, continuing education, general, etc.--if the enterprise is to meet the needs of a diverse student body and a cosmopolitan area.

One should be aware that administrative rules can stifle a program as well as accelerate it. The Center's function emphasizes service to the educational program not control over it. If flexibility in the nature and implementation of projects gives way to rigidity, the learning experience will disappear and students will tend to view the requirements as one more hurdle before receiving a grade. Nothing could inflict more damage to a program intended to break from the traditional, structured orientation of formal learning than strict conformance to rules and regulations which impede innovation.

Competition with community agencies has appeared in a few instances when a well meaning community college has taken over an already established program of community assistance. The Center should consider itself the servant of community agencies and not in the business of establishing and operating projects on its own. Such steps would involve the staff of the center in too great an administrative role and detract from their main thrust of encouraging direct learning experiences within the structures of the local community.

As a sine qua non to the success of a community service program the Center must rely upon the guidance of the faculty in establishing general policy rules over standards of projects and evaluation of work accomplished. The staff of the Center because of its special expertise and interest in the program must consider its task one of informing and assisting the faculty to define policy decisions and not to go beyond the faculty's purview in academic matters. Without the cooperation and assistance of the faculty the program cannot exist and the Center's efforts will come to naught. If guidelines from the faculty come slowly, it must be remembered that a firm foundation will lead to a solid program; one hastily put together without faculty approval will eventually crumble.

In final comment, the need for cooperation and trust among the various constituencies must receive stress. Success of the program and its administration requires an acceptance of a new look at education which sees the benefits of direct learning experiences in all curricula. That commitment embraces the notion that depth of learning occurs when students can internalize their experiences with direct confrontation with life. It recognizes that the community college as a unique institution geared to the needs of local neighborhoods can innovate in this area because its students are ingrained more intimately in the community life surrounding the college and live at home more so than those in other institutions of higher learning. If the relatively new community college with its close links to the neighborhood and society cannot make the educational experience a relevant one, one despairs as to how innovation will come about in American higher education.

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